



Department of
Education

Teaching Literacy in Tennessee

Please call in (712) 775-7270

Access Code: 453380#

We will begin at 4 p.m. CDT

May 17, 2017

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**Commissioner
Candice McQueen**

By 2025, at least 75%
of 3rd grade students
will reach proficiency
in reading.

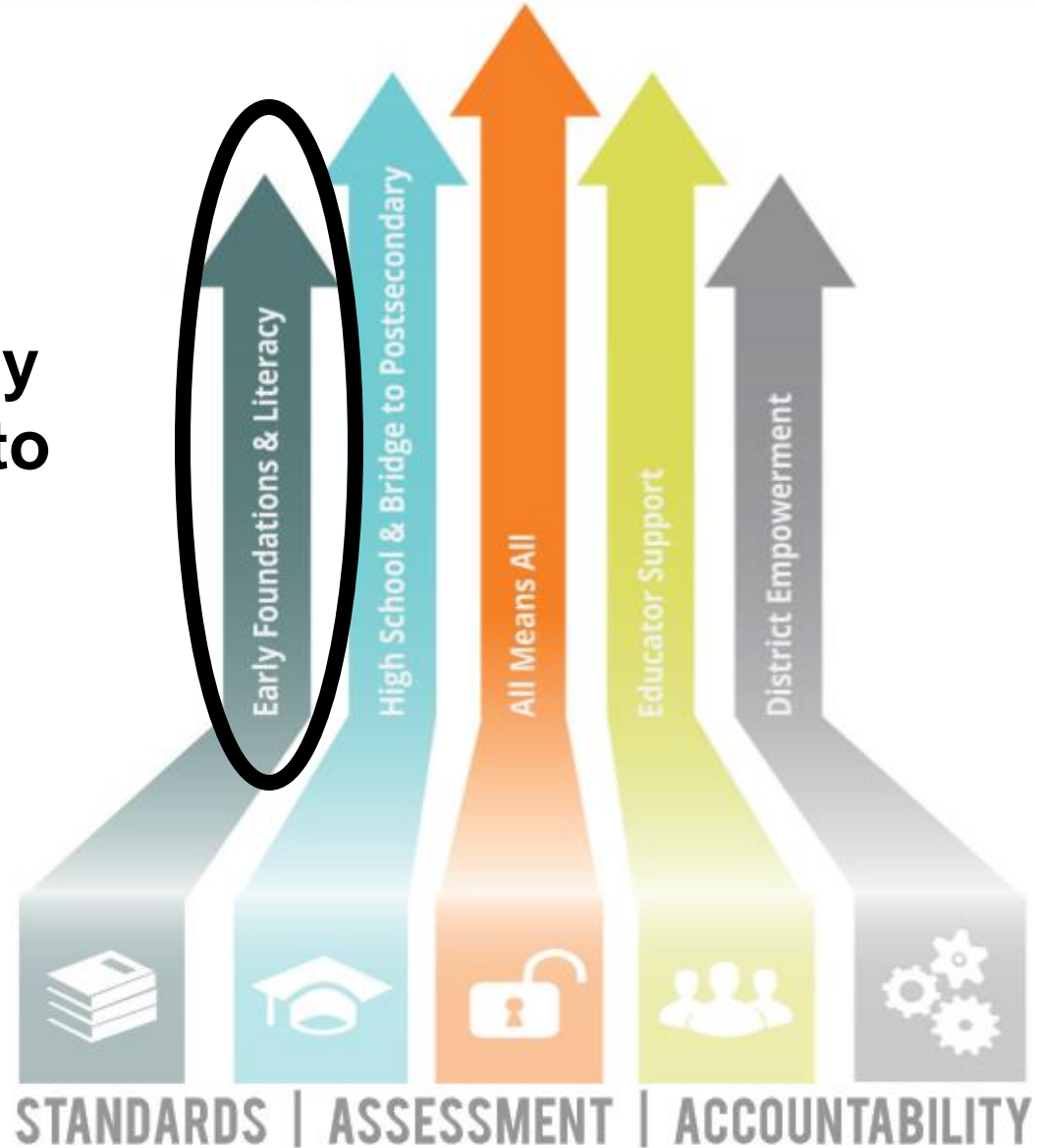
TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

2 The average ACT composite score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

Building skills in early
grades to contribute to
future success



Suite of Literacy Documents

A Vision for Reading Proficiency

Created by the state's Early Literacy Council, this document presents a vision for what reading proficiency looks like and explains the necessary factors to achieving this vision, including: alignment to standards, access to text, effective instruction, and learning environment.

Setting the Foundation

A report aimed at sharing the status of assessment data while also providing recommendations for next action steps for improvement.

Building the Framework

A follow-up report to Setting the Foundation which offers current data, progress, and recommendations for subsequent action steps.

Teaching Literacy in Tennessee

Like a handbook, this document provides practical guidance and resources that support educators in implementing Tier I literacy practices.

RTI² Manual

A document that supports educators in their implementation of high quality Tier I instruction as well as impactful Tier II and Tier III interventions.

Setting the Foundation Report: 2016

- Support deeper literacy instruction to ensure that students learn **decoding within the context of broader comprehension**.
- Increase schools' and teachers' **ability to differentiate instruction** in the early grades and to target students' academic and non-academic needs as early as possible.
- **Improve RTI² implementation** for students who need greater support in specific skill areas.
- **Get better at getting better.**



Read to be Ready

Chapter 1: Early literacy matters

Chapter 2: But it's never too late

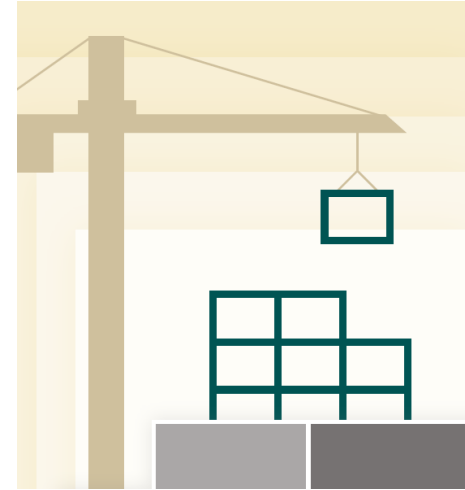
**Chapter 3: Reading is more than just
“sounding out” words**

**Chapter 4: Teacher knowledge and
practice are critical**

Chapter 5: It takes a community

Building the Framework Report: 2017

- Students need more opportunities to **practice reading foundational skills** within authentic reading and writing experiences.
- Texts should be intentionally selected and sequenced to **build students' knowledge and vocabulary**.
- Students need to be assigned **standards-aligned, challenging tasks** that ask them to demonstrate understanding of complex and interesting texts, analysis of the author's craft, and/or the knowledge they gained from the content of those texts.
- Teachers should make use of **strong question sequences** that support student understanding and analysis of complex, high-quality texts.



What is reading proficiency?

Proficient reading is all about making meaning from texts.

PROFICIENT READERS...



Accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts



Construct interpretations and arguments through speaking and writing



Strategically employ comprehension strategies to analyze key ideas and information



Develop vocabulary



Build knowledge about the world

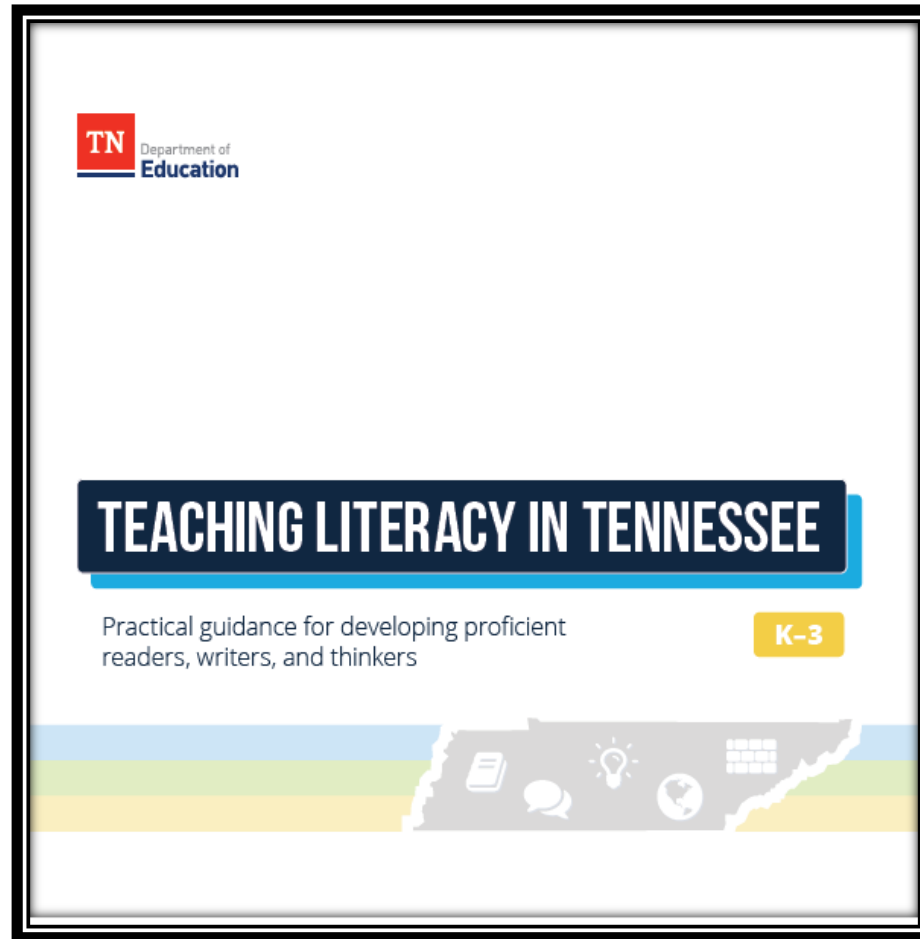
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**Assistant
Commissioner
Elizabeth Alves**

Teaching Literacy in Tennessee



Theory of Action

If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer; and
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.

Comments & Questions

- Please use the chat box in WebEx to share questions and comments!
- Tweet us with #TeachLitTN @TNEdu



Both types of competencies work together during reading, writing, speaking, and listening opportunities

SKILLS-BASED COMPETENCIES

concepts about print

word reading

fluency

alphabet knowledge

spelling

phonological awareness

KNOWLEDGE-BASED COMPETENCIES

The ability to understand and express complex ideas

vocabulary

oral language skills

concepts about the world

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**Executive Director of
Reading, Becky Cox**

Literacy Unit Design Framework

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in
TN Academic Standards

Enduring Understanding(s)
& Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

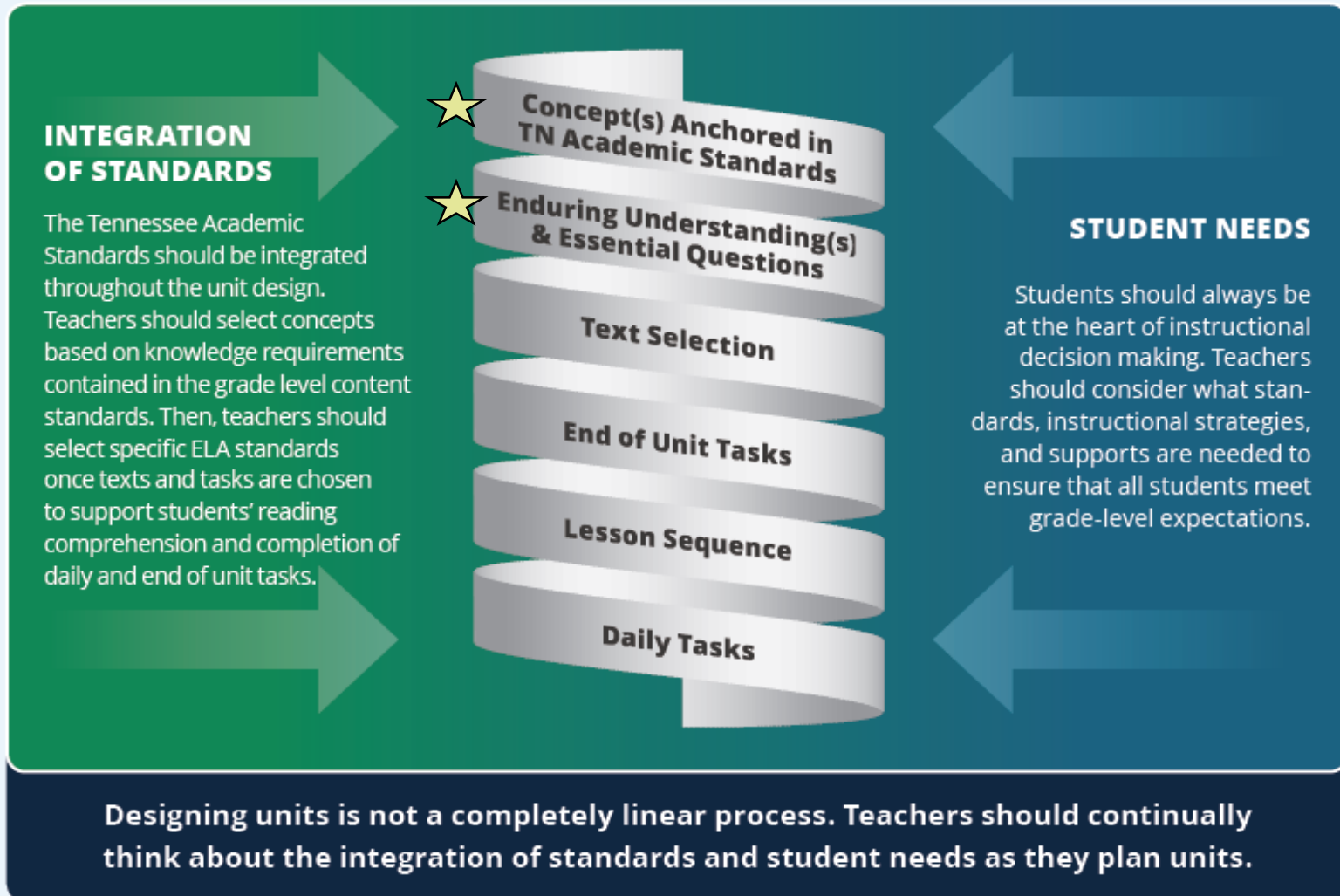
STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

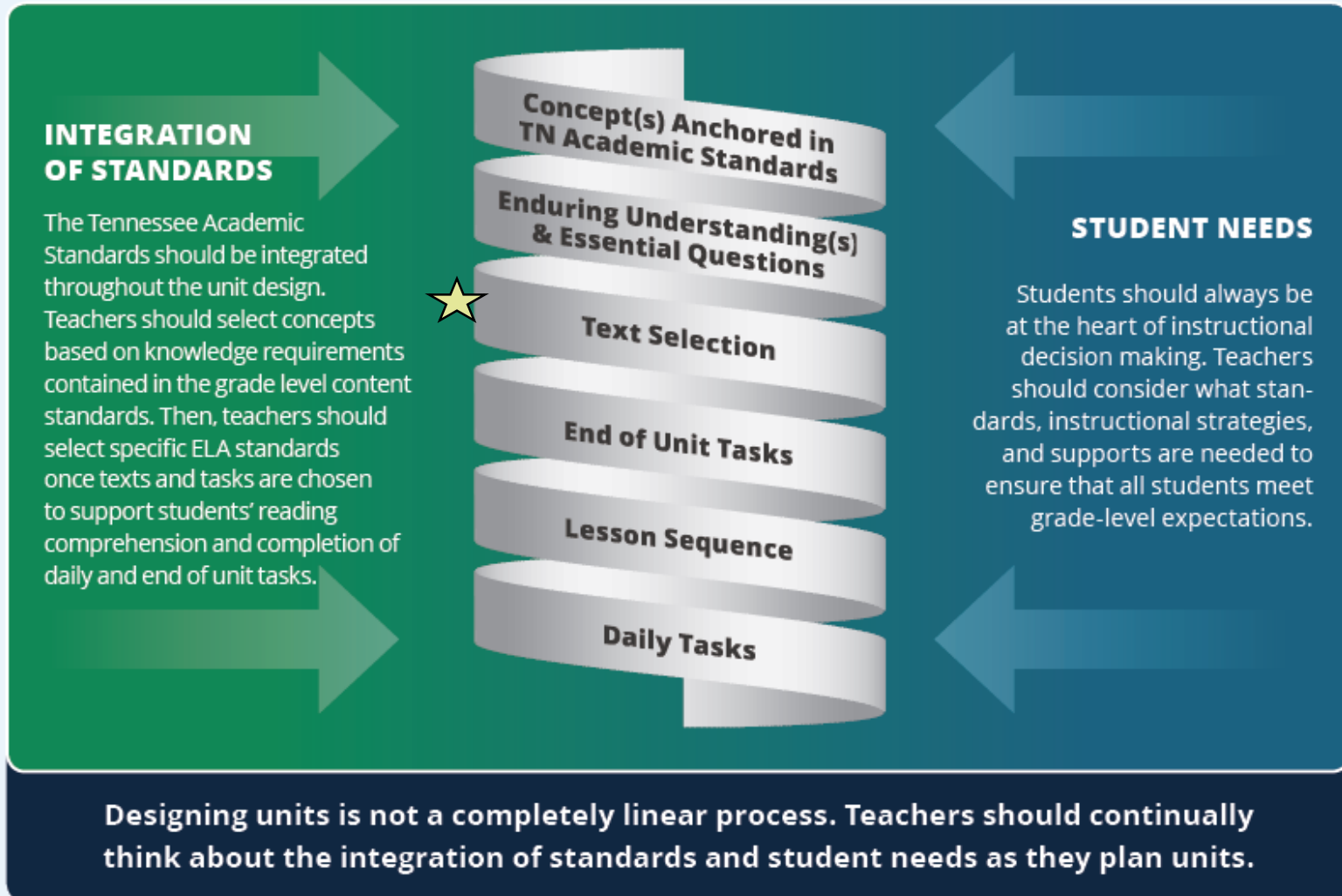
Concepts as the Foundation of Unit Design

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



Text Selection

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



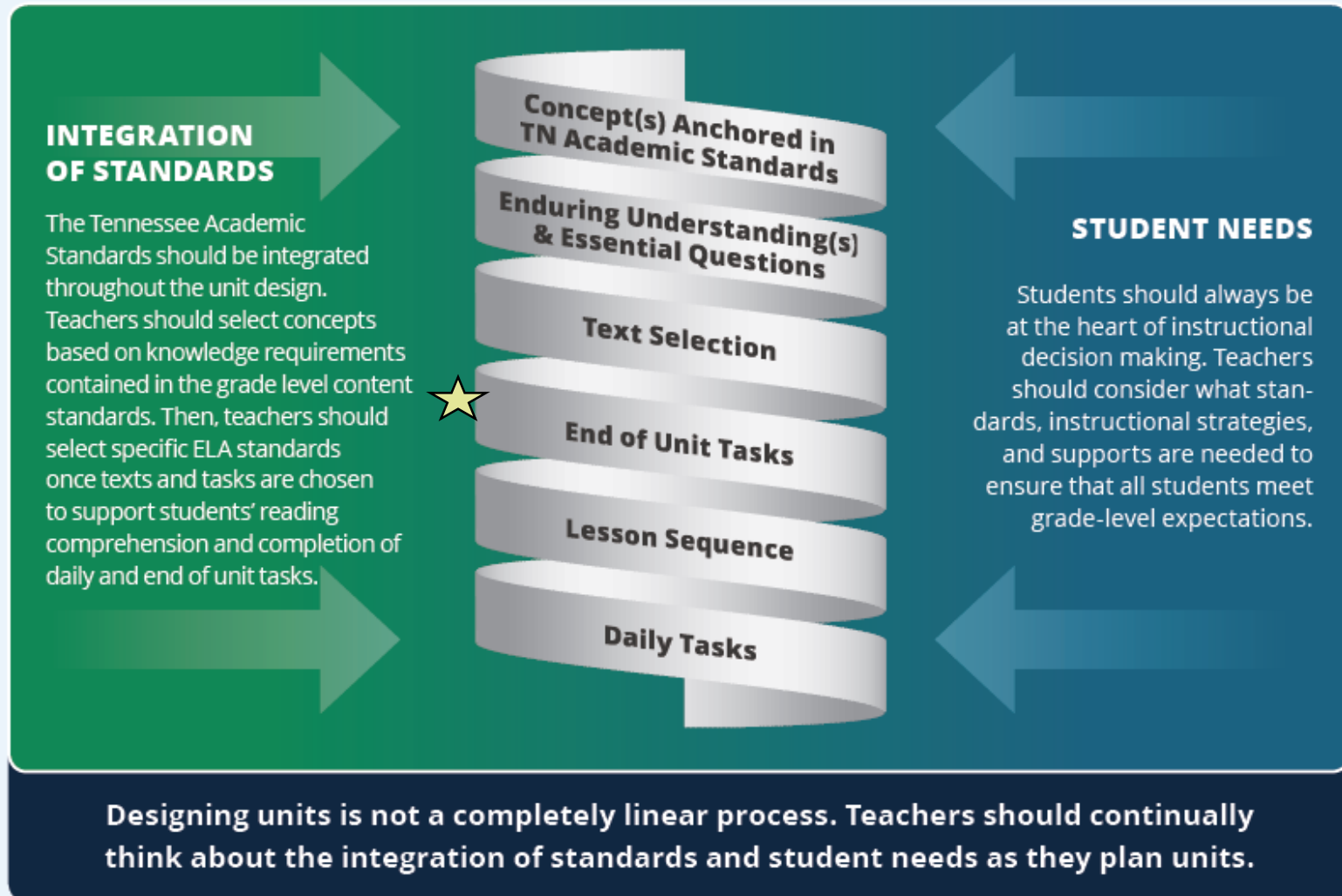
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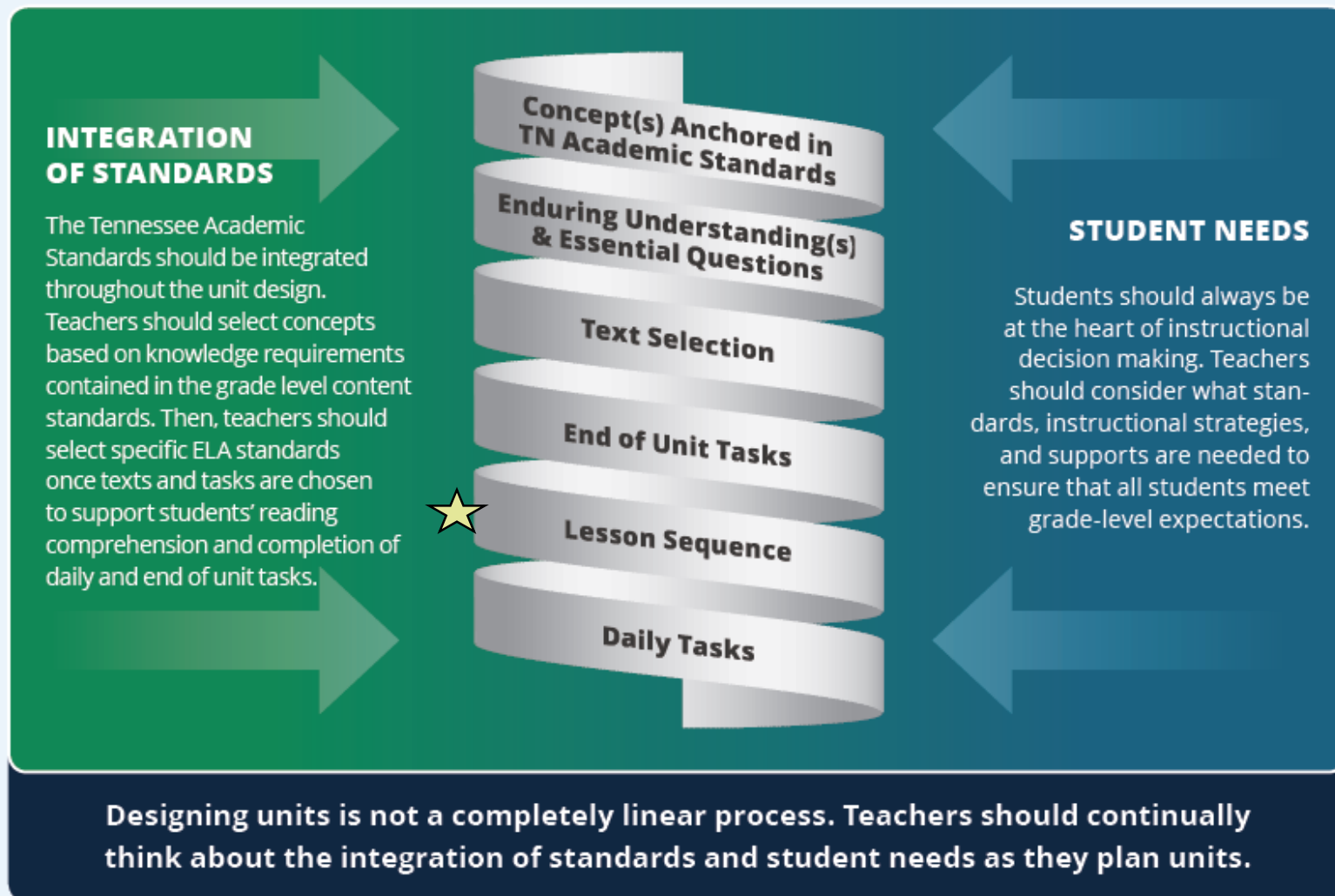
End of Unit Tasks

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



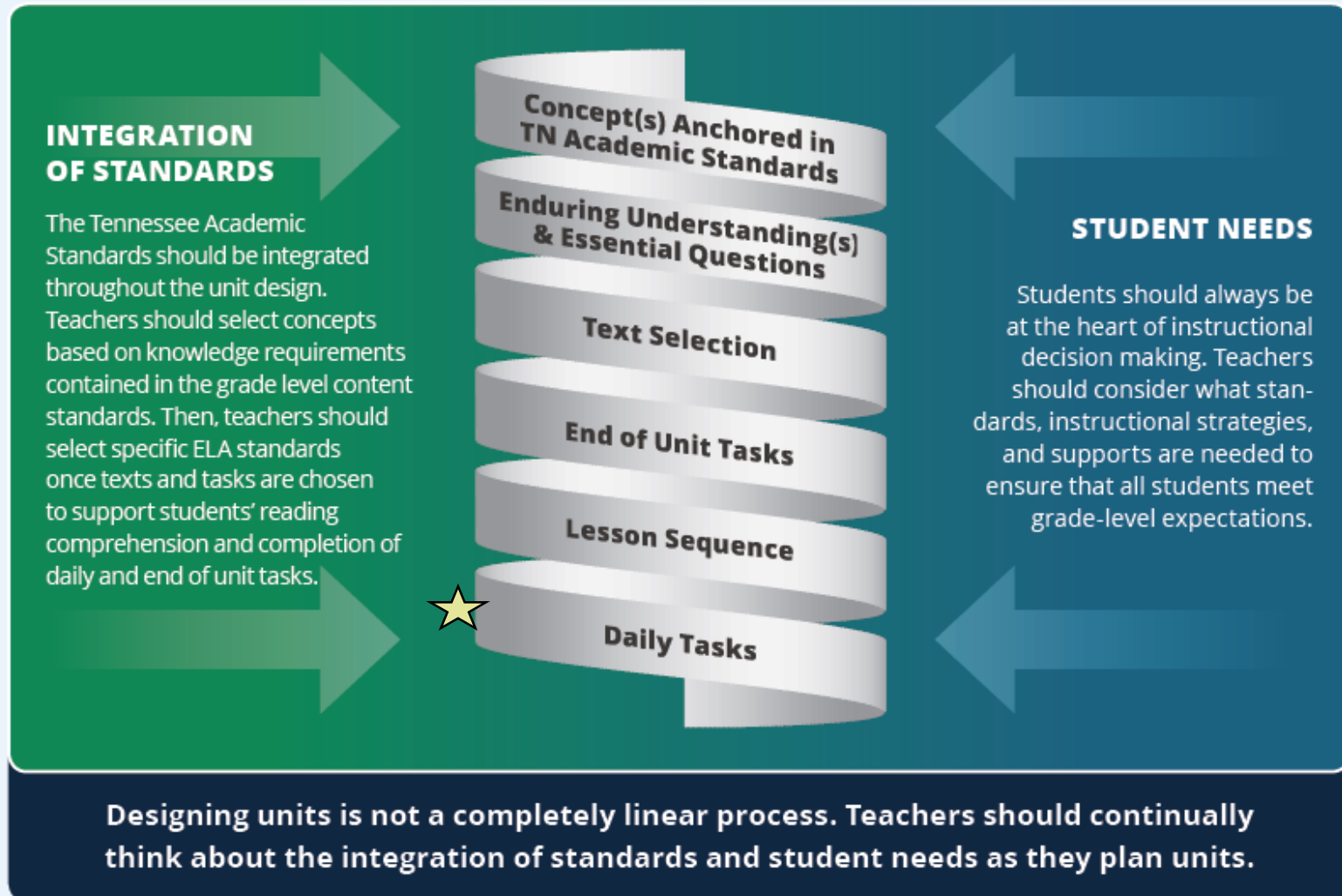
Lesson Sequence

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



Daily Tasks

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

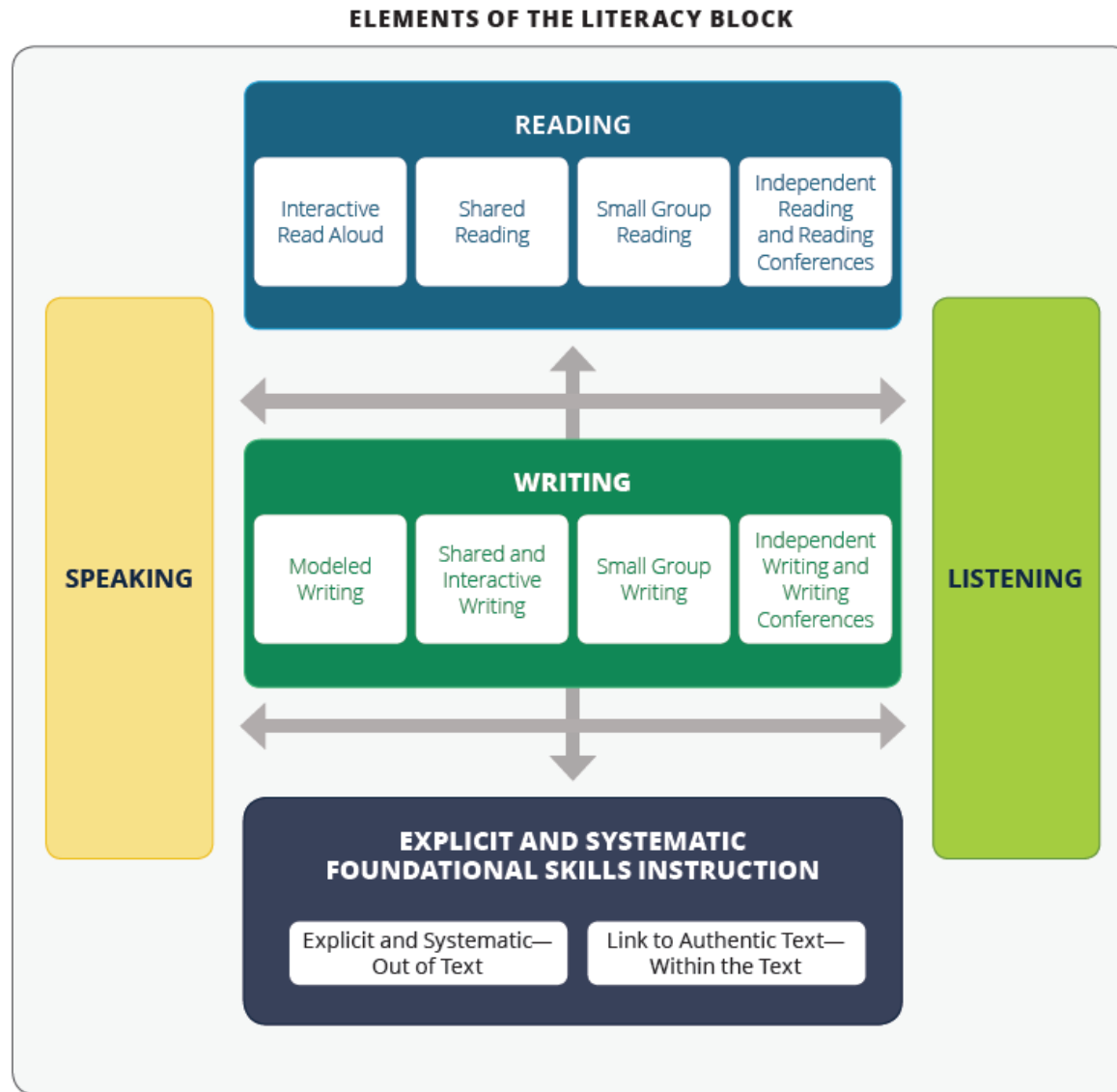


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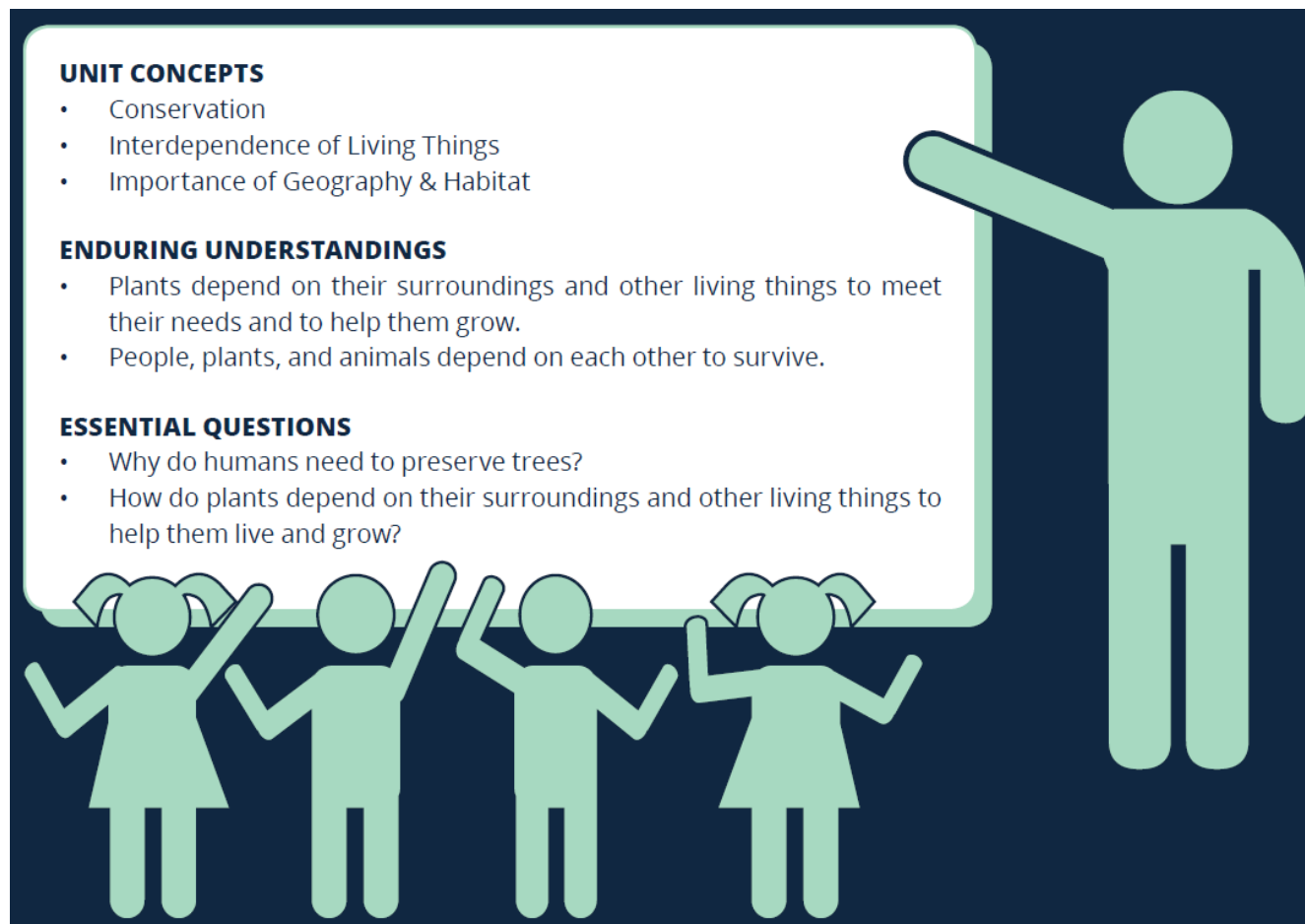


Instructional Decisions



Teaching Literacy in Tennessee Vignette

A vignette is included within the document that brings to life the framework for *Teaching Literacy in Tennessee*.



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Before

- What concept(s) will be the focus of my unit?
- Which texts will support my students in gaining this knowledge?
- Which ELA standards can I teach through the selected texts?
- What will I expect students to know and be able to do at the end of the unit?
- What standards will be integrated within my lessons?
- What do my students already know?
- Which instructional strategies will I use? How will I sequence them within the literacy block and the unit?

During

- Teachers structure the classroom environment to promote literacy.
- Teachers establish a positive climate and culture that promotes lifelong learning.
- Teachers use strong question sequences to support student thinking and meaning making.
- Teachers use structures that engage students in academic talk and collaboration.
- Teachers model and engage students in thinking.
- Teachers prompt students to deepen discussion.
- Teachers adjust instruction to meet student needs.

Teacher Reflection

- R**emember to ground the reflection
- E**ffectively use teacher and student evidence
- F**ind connections between the instructional triangle
(content, pedagogy, and student learning)
- L**abel what led to success
- E**xplore possibilities for change
- C**ommit to refinement or extension
- T**ake time to reflect on the process

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Summer Learning Series

Session #2: June 8 at 10 a.m. CDT

- Interactive Read Aloud

Session #3: July 13 at 10 a.m. CDT

- Shared Reading

Session #4: August 10 at 4 p.m. CDT

- Supporting Literacy for the Range of Learners

Session #5: September (Regional Sessions-dates and times forthcoming)

- Framework for Teaching Literacy

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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork